



## Holland Moor Primary School Phonics Policy

This policy outlines the teaching, organisation and management of phonics at Holland Moor Primary School.

Synthetic Phonics is taught from the first year of our nursery class through to the end of KS1 (Year 2) and beyond. Intervention and extra practice is available for any children in KS2 who need support with their developing phonics skills.

We teach the letter sound with the actions as promoted in our Jolly Phonics materials but follow the phases as set out in the Letters and Sounds programme. High quality phonics teaching occurs daily in class teaching whether in a direct teaching session delivered by the class teacher, in a small group or 1:1 session delivered by a teaching assistant or phonic work delivered as part of a literacy lesson introduction or plenary.

Our phonics teaching aims to -

- Enable children to start learning phonic knowledge and skills on entry to school, with the expectation that they will become fluent readers having secured word building and recognition skills by the end of KS1.
- Ensure that the children apply phonic knowledge as their first approach to reading and spelling (allowing for the fact that not all words conform to regular phonic patterns).
- Ensure that the children are taught to read and spell high frequency words that do not conform to regular phonic patterns.
- Ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely de-codable by the children unaided.
- Encourage the children to attempt to spell words for themselves within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar.
- Help children to apply the skill of blending phonemes in order to read words.
- Help children to segment words into their constituent phonemes in order to spell words
- Learn that blending and segmenting words are reversible processes.



## Progression in Phonics at EYFS (Reception) and KS1

### Nursery

Children are assessed on entry to Nursery (or when they join the school if after this time) to provide the class teacher with a baseline assessment and to allow the children to be grouped in line with each individual child's needs. These assessments are repeated termly to ensure that all children are making progress and to re-group children if necessary. Additional support is offered to those children not making the expected progress.

Children will take part in daily activities as set out in Phase 1 'Letters and Sounds.' Only once all the skills have been embedded and relevant assessments completed, children may then have the necessary skills in place to move to Phase 2 (**this is not a requirement and may only be applicable to a few more advanced children during Term 3**). In this early stage of Phase 2, children will be taught the first 6 letters /s/ /a/ /t/ /p/ /i/ /n/.

Children in Nursery will be assessed against the 7 aspects in Phase 1.

Any child in Nursery that is making above the expected progress will be assessed by Phonic leaders JS or EF. No child in nursery will move further into Phase 2 without their skills being externally moderated.

### Reception & KS1

In reception, children will continue to practise skills from Phase 1 and will begin to work through the Phonic phases.

Teaching follows the Letters and Sounds approach to the teaching of phonics, although the sounds are taught with the actions from Jolly Phonics (supporting visual, auditory and kinaesthetic learning styles).

Each child in Reception and KS1 has a reading book that is in line with their current Phonic Phase ensuring the child is able to read and de-code words confidently.

Nursery	Reception	Year1	Year2
Phase 1 ( <b>all year</b> )	Phase 1 (throughout)	Phase 3 (recap)	Phase 5 recap
Intro to Phase 2 ( <b>only when a child is secure in all 7 aspects of Phase 1</b> )	Phase 2	Phase 4 (recap)	Phase 6 (rest of year)
	Phase 3	Phase 5	
	Phase 4		



\*NB. All phases can be repeated when necessary.

The above table is guidance for the expected progression in phonics teaching. Children who exceed expectation will not be 'held back' but encouraged to make rapid (and secure) progress in their phonic learning.

Children not making expected progress will be given additional time and support to revisit the phases needed to ensure that their phonic knowledge is secure and they are ready to move to the next phase.

### Phonics Screening Check

We aim to:

- Ensure that children have enough skills in place to achieve the required score in the Phonics Screening Check at the end of Year 1.
- Children who have not met the expected level will retake the phonics screening check in Year 2.

### Phonics beyond KS1

Phonic teaching is not exclusive to Foundation Stage and KS1. Children in KS2 requiring additional support in literacy revisit phonic work through a number of literacy interventions.